

# ASSESSMENT & ACCOUNTABILITY NEWSLETTER

Issue XLVI, May 2018



## OSA/OEA Updates...

### Note from the Assessment Director



We are nearing the end of the 2017-18 spring summative testing. During the next couple of months, we will be focusing on reporting, Forward Exam item reviews, and contract kick off meetings for the upcoming year.

In the past couple of years, Wisconsin educators played a significant role in Forward Exam item review providing valuable input to improve the quality of the assessment. We will be convening the Forward Exam item review meetings once again this summer as a new batch of test questions are developed. Office of Student Assessment (OSA) Staff will be working on recruiting educators for these reviews in the coming weeks. We recommend that you participate in these reviews and encourage other educators who have the content expertise and experience working with students of diverse cultural backgrounds, students with disabilities, and English learners to be a part of these analyses. More information about the review and how to apply to participate will be available on the Educator Involvement Opportunities web page soon.

Thanks to all of the district assessment coordinators (DACs), principals, teachers, counselors, program coordinators, and other school and district staff for successfully administering the spring 2018 statewide assessments.

*Viji Somasundaram*

Director, Office of Student Assessment (OSA)

## OEA/OSA Calendar...

### Important Dates

2018	
April 9-May 11	Aspire testing window
May	ACT WorkKeys score reports mailed to schools
May 22	WISEdash assessment demographic snapshot date
June	ACT School and District Profile Reports shipped to schools and districts
June	ACT student data file CDs shipped to districts
June	DLM student reports available in educator portal
June 22	Forward Individual Student Reports (ISRs) and Summary Reports will be made available electronically in eDIRECT
July	ACTAspire Individual Student Reports available in portal
July	ACT WorkKeys National Career Readiness Certificate (NCRCs) available in SAFE
July 23	Forward hard-copies of ISRs will be mailed to Districts
December 3	ACCESS for ELLs window opens
2019	
January 28 – March 8	NAEP window (for selected schools only)
February 1	ACCESS for ELLs window closes
February 20	ACT with writing – grade 11
February 20 – March 6	ACT with writing – grade 11 for students with accommodations
February 21	ACT WorkKeys – grade 11
February 21 – March 7	ACT WorkKeys – grade 11 for students with accommodations
March 12	ACT with writing – grade 11 makeup Day
March 13	ACT WorkKeys – grade 11 makeup Day
March 18 – May 3	Forward – ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 18 – May 3	DLM – ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 8– May 10	ACT Aspire grades 9-10

*Dates may be subject to change. Check the OSA calendar webpages for the most current dates throughout the year.*

## Forward Exam Update



The 2018 Forward Exam testing window closed May 4. OSA staff appreciate the phone calls and emails from schools and districts asking for clarification, providing comments, and reporting irregularities. Your attention to administrative detail and awareness of test security helps to ensure all students have the opportunity to demonstrate their knowledge and skills. We appreciate your work in administering the Forward Exam.

Individual Student Reports (ISRs) and summary reports will be made available electronically in eDIRECT June 22. eDIRECT reporting tools will allow users to extract data in an Excel or .csv file. Hard copy ISRs will be mailed to districts July 23.

Data Recognition Corporation (DRC) and DPI are seeking feedback from districts and schools about the 2018 Forward Exam Test Administration. [The 2017-18 End of Testing Survey](#) includes questions about district/school experiences with eDIRECT, INSIGHT, resources, DRC's Help Desk, and more. We estimate the survey will take approximately 10-15 minutes, and is intended to be completed by anyone who was involved in the testing process including: district and school assessment coordinators, district and school technology coordinators, and test administrators/proctors. **Ensure all staff have an opportunity to complete the survey by sharing the link as soon as you have completed testing in your school/district.** Please help us improve your experience by completing this survey no later than May 25, 2018.



## Forward Exam Educator Involvement Opportunity

DPI is once again recruiting Wisconsin educators to participate in "New Item Review" meetings for the Forward Exam. We are recruiting five to six individuals (including special education and English language educators) in each of the content areas and grade levels listed.

New Item Review is an important step in the development of the Forward Exam. Educators review all new items created for the exam for content, grade level appropriateness, link to correct standard, and bias and sensitivity issues. This is a great opportunity to be a part of assessment development, have detailed input about the items on the Forward Exam, and take knowledge back to your district about the process. Interested educators should complete the application now available on the [Educator Involvement webpage](#).

Please pass this information along to school and district staff. All applications must be submitted to [osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov) no later than **May 21**.

ITEM REVIEW			
Committee	Grade Span	Meeting Dates	Meeting Duration
ELA and Mathematics	3-4, 5-6, 7-8	August 6-8	3 days
Science	4, 8	August 13-15	3 days
Social Studies	4, 8, 10	August 9	1 day

### ACT High School Assessments Update



Thank you to everyone who administered the ACT and WorkKeys assessments this year and

for your continued work on the Aspire assessment. The Aspire testing window closes May 11.

Refer to the report schedules for details and delivery dates for ACT and WorkKeys statewide testing score reports. For ACT, student scores are mailed to students' home addresses 3-8 weeks after answer documents are received by ACT. Most scores have now been delivered. Results are also available to students online in the students' [ACT web accounts](#). In order for state testing scores to match to the student's ACT account, the first name, last name, date of birth, email address, and home address need to be entered exactly as they were provided on the student answer document. For assistance, email [ACT-WebAccount@act.org](mailto:ACT-WebAccount@act.org) or call 319-337-1270. Most schools have also now received the High School Check List Report, High School Student Reports, and Student Score Labels. Aggregate reports by school and district (called the [ACT Profile Report](#)) will be delivered to schools and districts in June. DACs will also receive a CD of the student level data file in June. Please see the [ACT Score Report Schedule](#) for all dates and deliverables.

For WorkKeys, paper student score reports will be delivered to schools in early May. These reports will be mailed to the school and addressed to the ACT Test Coordinator. High schools will receive two reports for each student – the Individual Summary Score Report and the Summary Score Report. DPI recommends that schools distribute the Individual Summary Score Report to each student and keep the Summary Score Reports on file at the school. The school will also receive a WorkKeys Examinee Roster Report for school use. DPI will create WorkKeys National Career Readiness Certificates (NCRC) and make them available in SAFE for Districts later in the summer. Districts should work with schools to print and distribute the NCRCs to students. Please see the [WorkKeys Score Report Schedule](#) for all dates and deliverables.

For Aspire, individual student reports and dynamic, educator-created reports will be available in the Aspire portal in July.

DPI has created resource pages on the [use and interpretation of scores for ACT](#), [ACT Aspire](#), and [ACT WorkKeys](#). Information on Wisconsin cut scores and performance levels for ACT with writing can be found on the [ACT Date Proficiency webpage](#).

Students will receive the [Using Your ACT Results](#) booklet with their score report. Educators may find the [ACT User Handbook for Educators](#) to be helpful. Educators can also register for free webinars on understanding, using, and interpreting the ACT High School Report and ACT Profile Report at the [Open Enrollment Webinars page](#).

A number of resources on the use and interpretation of WorkKeys NCRCs and score reports are found on the [WorkKeys Data and Results Webpage](#).

Webinar workshops, sample reports, interpretive guides, and training videos for summative Aspire testing can all be found on the [ACT Aspire Reporting Resources page](#). The DPI Aspire Data and Results page will be updated for 2018 soon.





### Dynamic Learning Maps (DLM) Update



Thank you for all of your work completing the DLM testing this spring. We are glad to report

that the administration of testing went very smoothly. DLM expects student-level reports to be made available to districts in June, earlier than last year. Please stay tuned for additional details as to how these reports will be electronically delivered.

Please contact [Mike Peacy](#) with any questions that you may have about the DLM assessment.

### ACCESS for ELLs® Update



ESSA implementation is in full swing here at DPI. We are in the process of creating a

new accountability system, and within this are the systems that will replace the AMAOs we had under NCLB.

A major part of this is creating growth expectations for ELs, and communicating this information to districts. This will require new WISEdash dashboards, and the inclusion of a number of tools which will allow districts to track student ELP growth towards proficiency. Work to create these systems and dashboards will continue throughout much of 2018.

A second component of our work to implement ESSA is an update to [PL.13](#), the existing state rule which governs how we support ELs. This update will move us from NCLB to ESSA, and allow us to meet our new federal requirements regarding how we identify, serve, and support our students. As part of this process, DPI is releasing an EL Policy Handbook to explain these new requirements. This handbook is largely complete, and is available on DPI's [Title III webpage](#). Within it are new provisions for reclassification/exit criteria, which may be applied beginning this year.

### Assessment of Reading Readiness Update



We would like to thank all districts for completing the Reading Readiness Reimbursement Request form. The Department will be sending out reimbursements to districts in the next couple of weeks.

For the 2018-19 school year, the reading readiness requirement will remain the same. Districts will be required to assess reading readiness for all 4-year-old Kindergarten through 2<sup>nd</sup> grade students at least once during the school year. Each school board and the operator of each charter school shall select the appropriate, valid, and reliable assessment of literacy fundamentals to be used. The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

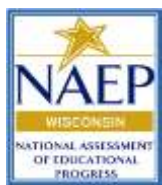
In addition to the requirement to administer a literacy screener, the following conditions apply:

- The department shall pay to the school board or operator of a charter school the per pupil cost of the selected assessment.
- The school board or operator of the charter school shall report the results of a pupil's assessment to the pupil's parent or guardian.
- The school board of the school district or operator of the charter school in which the pupil is enrolled shall provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under [Wis. Stats. 121.02\(1\)\(c\)](#).

More information on the reading readiness requirements can be found at: [Reading Readiness Overview](#). In addition, an FAQ section can be found at: [Reading Readiness FAQ](#).



## NAEP Update



NAEP 2017 National, State, and select District results were released last month. Read the results and dig through the data on the Nation's Report Card site:

<https://www.nationsreportcard.gov/>.

NAEP 2018 test administration wrapped up successfully in early March; this will yield national-level results. Thanks to participating students and schools in Wisconsin.

NAEP 2019 is coming up quickly! Districts with schools selected for the 2018-19 school year will be notified in May. Principals will be notified in June as soon as testing dates are scheduled.

If you have any questions please contact [Angela Dugas](#), Wisconsin's NAEP State Coordinator.



## Strategic Assessment Update - Building Assessment and Data Literacy in Wisconsin



The Assessment and Data Literacy e-learning modules are in the development process. We hope to release the Strategic Assessment Systems module in the fall of 2018.

Units within this module include: Introduction to Strategic Assessment Systems, Formative Assessment, Interim Assessment, and Summative Assessment. The Assessment and Data Literacy module is tentatively planned to be released in the spring of 2019. Each unit will include an e-learning online component, presenter's slides, a facilitator's guide, and additional resources for professional development purposes. These modules will be posted on the [Wisconsin's Strategic Assessment System website](#) as well as on [WISELearn](#). Look for more information about these modules in the fall.

The first pilot for the SmartTeach application is coming to an end in May. Four school districts from across the state have piloted the app within their classrooms for 6-8 weeks. The application development team will visit each classroom to watch how the teachers are interacting with the app and conduct teacher interviews to gain further insight into what enhancements need to be added to the tool. The goal of this pilot is to elicit teacher feedback that will help the team produce a useful app that will help educators use classroom level student data to plan instruction.

For a sneak preview of the SmartTeach Application:

- [Try a demonstration version of the Smart Teach application](#)
- [Watch how to log into SmartTeach](#)
- [Watch how to take a note on a student activity](#)
- [Watch how to mark student proficiency levels on a rubric](#)
- [Watch how to view student notes](#)
- [Check out the SmartTeach User Guide](#)

To learn more or get involved in any of these projects, contact [Lauren Zellmer](#) with questions.

### Accountability Update - College & Career Ready Report Cards -State Accountability



When the state budget ([2017 Act 59](#)) was passed in the fall, the legislature included new requirements for the Accountability Report Cards. Act 59 requires DPI to annually report the following college and career ready (CCR) data:

- the number and percent of pupils attending a course through the Early College Credit Program (Dual Enrollment);
- the number and percent of pupils participating in a Youth Apprenticeship;
- the number of pupils earning industry-recognized credentials;
- the number of Advanced Placement courses offered to, and earned by, pupils; and
- the number of community service hours provided by pupils

Act 59 requires DPI to report on these indicators; the law does not require that the indicators have to be factored into accountability scoring.

In some cases, the text of the law is specific – and limiting. For example, the dual-enrollment requirement specifically references the Early College Credit Program, which does not include dual enrollment in technical colleges. DPI plans to collect data on all dual enrollment opportunities offered by districts, not just the Early College Credit Program. Taking a broader view of the work schools and districts do to ensure students are college and career ready is critical, and shapes the associated data collection efforts.

DPI's first step in this work was to map out what is needed in order to collect the necessary data in preparation for the 2018-19 school year. (It is not possible to include these new metrics in the 2017-18 report cards.) Most of the data will be collected via the Roster system in WISEdata in 2018-19. Collecting community service hours will not be part of the Roster collection in 2018-19; the requirements for this piece haven't yet been built, and will take longer.

DPI's next step is to determine how best to provide the data in the report cards, including whether any or all of the data should impact report card scores. To that end, we've convened an Accountability Advisory Group comprised of school, district, and CESA staff. This group will help build a roadmap for what data to include, when, and how in the report cards. The group will also explore other CCR metrics that may be important to include in the report cards, but were not part of Act 59.

When ready, the accountability roadmap will be shared broadly for feedback so the opportunity to have input is not limited to those in the advisory group.

At this time, districts should prepare to include the required data in the Roster system in WISEdata. More information about those requirements will be forthcoming from DPI.

We have been pursuing the addition of college and career ready metrics in the state accountability system for many years. Many of the now required metrics were included in Wisconsin's plan for the [New Skills for Youth](#) grant, which has funded our regional work around [career pathways](#), and more broadly, to strengthen career education and accountability for career readiness. We are excited about this work!





## WISEdash Update



**Important Reminder - On May 22,** the WISEdata Assessment Demographics Snapshot will capture these student demographics at the close of the statewide assessment window:

enrollment, date of birth, race/ethnicity, and economic (ECD), disability, homeless, and migrant status. These data will be combined with assessment data to produce state report cards and to meet federal reporting requirements. Districts should regularly review reports and data quality validations presented by the WISEdata Portal before the data snapshot. The accuracy and completeness of the snapshot are very important because the data are used in the school's current year report card(s) and in future years to calculate growth. For more information see the [April 11 DAC Digest](#).

The Spring Assessments Demographics Snapshot dashboard under the Advanced Analysis tab has been redesigned to make it easier for you to compare your current data with past snapshots in preparation for the upcoming snapshot. Please let us know what you think of the redesigned dashboard by using the suggestion form available on the [WISEdash for Districts welcome page](#).

Also on the welcome page is a new indicator called the "last successful build start time." This is the date and time of the start of the latest build process for the DPI data warehouse that completed successfully. Any data submissions to WISEdata that completed after this point in time may not yet be included in WISEdash.

Updates have been made to the Data Inquiry Journal. Educators have long been able to create custom data inquiry journals using the forms manager in WISEdash for Districts. Using the journal within WISEdash for Districts makes it easy to add graphics and generate hypotheses and findings. Three recent updates aim to make the journals even easier to use.

First, educators can now identify a focus right up front, selecting a purpose (needs assessment, district strategic plan, school learning objective, improvement planning, or other) and content (literacy, math/STEM, student engagement, CCR (college and career readiness), or other). Second, educators can now identify a type of question for their inquiry: whether the inquiry is focused on all students, subgroup gaps, or content topic; and whether the inquiry is to analyze attainment, growth, or both. Third, educators will find more guidance in the *clarify*, *hypothesize*, and *next steps* sections of the journal.

Additional enhancements are planned for June 2018.

### Other WISEdash for Districts Updates

- Discipline data for 2015-16 and earlier is now available on the Student Profile.
- The statewide - ACT benchmarks dashboard now includes ELA and STEM subjects.
- The seven-year high school completion rate is now available under the High School Completion tab in WISEdash for Districts, beginning with the 2017-18 school year. The rate includes students who completed high school in six years or less, plus any 2017-18 students who completed this year within the age limitation.





## Will DPI be providing Student Growth Percentile (SGP) reports for the Forward Exam?

Yes, SGP dashboards will be available for prior administrations of the Forward Exam on the Growth tab in WISEdash for Districts in early May, along with the existing SGPs for the WKCE. SGPs based on the 2017-18 Forward Exam will be available at a later time.

SGPs help answer questions about student progress over time, as well as show students' rate of progress in relation to other similar students. An SGP is calculated for each student by comparing that student to students with similar test score histories from across the entire state, resulting in a percentile rank from 1 (relatively lower growth) to 99 (relatively higher growth). Bubble plots display median SGPs for demographic groups. In these plots, the size of the bubble indicates the size of the group and the position of the bubble indicates growth and percent proficient or advanced. If you need help getting started with or understanding the SGP dashboard, or with using SGP data for continuous improvement, please feel free to reach out to us ([oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov)) or contact your CESA WISEcoach. For more information about the data used, see the [WISEdash for Districts growth dashboards page](#).

## FAQ...

**Reminder** – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment  
[ACT/Aspire/WorkKeys FAQ](#)      [Forward Exam FAQ](#)      [DLM FAQ](#)

- Q. Will there be a sample letter available to send home to parents with Individual Student Reports (ISR)?**  
 Yes, each assessment will have a sample parent letter (updated for 2018) that may be used to accompany ISRs when sent home to parents/guardians. These letters will be accessible via the specific assessment's data and results web page.
- Q. Are we permitted to post the Forward Exam Individual Student Reports (ISRs) on our secure parent portals?**  
 Yes. You may post the ISRs securely on your secure parent portals.
- Q. Where can I find information about testing data, scoring and reporting?**  
 Each assessment has a data and results webpage in its submenu that is specific to that assessment. More information about each specific assessment's data and results may be found on those pages.





## Building Accountability & Data Literacy

**Recent additions to the Early Warning Dashboard can help educators close achievement gaps and identify students early for intervention to keep them on track for college or career readiness.**

A new topic was added to the Early Warning Dashboard in [WISEdash secure](#): Absenteeism. The Absenteeism dashboard in WISEdash displays the proportion of students at risk for being chronically absent in a school or district. Risk levels are broken down into three levels:

- **High Risk:** Students with 10 or more absences in the given school year
- **Medium Risk:** Students with between six and nine absences
- **Low Risk:** Students with five or fewer absences

Chronic absenteeism is highly correlated with low student achievement and is a strong predictor of whether a student will fail to graduate. The Absenteeism dashboard on WISEdash is designed to assist districts in identifying students who may be at risk of being chronically absent – so that educators can intervene quickly. See [About the Data - Absenteeism](#) for additional information on these data.

Because absenteeism is so predictive of poor student outcomes, a measure of chronic absenteeism is in both the state and federal accountability systems. Please note that this dashboard is intended to drive real-time action by the educators closest to the students. The dashboard is not intended to predict accountability scores, which are always lagged data and therefore, much less actionable.

This dashboard rounds out a suite of early warning tools for district use. In January, the [CCREWS](#) (College and Career Ready Warning System) topic was added. CCREWS uses data to make predictions about whether or not students in Grades 6-9 are likely to be ready for college and career. The early identification of students who may not be college and career ready provides schools and districts with the opportunity to intervene in middle school and early high school years. See [About the Data - CCREWS](#) for additional information on these data.

CCREWS is a complementary dashboard to the original early warning topic, [DEWS](#) (Dropout Early Warning System), which was released in 2013-14. DEWS allows districts to track and monitor students in Grades 6-9 who are predicted to be at-risk of dropping out of school. Dropping out of school is a process, not an event, and early predictors of potential drop-outs exist as early as the middle grades. Predicting which current students are disengaging from school, and at a higher risk of dropping out of school later on, can lead to critical interventions that prevent students from actually dropping out. See [About the Data - DEWS](#) for additional information on these data.

Schools are encouraged to use a student's Absenteeism, DEWS, and CCREWS risk levels in combination with current local and contextual information when crafting individualized action plans. Users can take advantage of the [cohorting tool](#) in WISEdash to track individual students who are at risk on these early warning dashboards.

Monitoring a student's attendance, test scores and grades is a first step, but building positive relationships with every student, and intentionally working with the student's family and other educators in the building are evidence-based strategies proven to close achievement gaps and lead to improved student outcomes. For more on positive relationships and strategies that help close gaps, please see [Promoting Excellence for All](#).



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at [osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov) and Accountability at [oeamail@dpi.wi.gov](mailto:oeamail@dpi.wi.gov).

## Contact Information...

### Office of Educational Accountability

Laura Pinsonneault, Director  
[laura.pinsonneault@dpi.wi.gov](mailto:laura.pinsonneault@dpi.wi.gov)

Sam Bohrod, Accountability Policy  
[samuel.bohrod@dpi.wi.gov](mailto:samuel.bohrod@dpi.wi.gov)

Emily Colo, Data/Statistics  
[emily.colo@dpi.wi.gov](mailto:emily.colo@dpi.wi.gov)

Maria Dobbins, Data/Statistics  
[maria.dobbins@dpi.wi.gov](mailto:maria.dobbins@dpi.wi.gov)

Derek Field, Data/Statistics  
[derek.field@dpi.wi.gov](mailto:derek.field@dpi.wi.gov)

Robert Franke, Data/Statistics  
[robert.franke@dpi.wi.gov](mailto:robert.franke@dpi.wi.gov)

Amy Marsman, Communications  
[amy.marsman@dpi.wi.gov](mailto:amy.marsman@dpi.wi.gov)

Vacant, Operations Program Associate



### Office of Student Assessment

Viji Somasundaram, Director  
[visalakshi.somasundaram@dpi.wi.gov](mailto:visalakshi.somasundaram@dpi.wi.gov)

Phil Olsen, Assistant Director  
[philip.olsen@dpi.wi.gov](mailto:philip.olsen@dpi.wi.gov)

Jayson Chung, Statistics/Data  
[jayson.chung@dpi.wi.gov](mailto:jayson.chung@dpi.wi.gov)

Jennifer Cox Bell,  
ACT/Aspire/WorkKeys  
[jennifer.bell@dpi.wi.gov](mailto:jennifer.bell@dpi.wi.gov)

Phil Cranley, Assessment Data  
[philip.cranley@dpi.wi.gov](mailto:philip.cranley@dpi.wi.gov)

Duane Dorn, Assessment Data  
[duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

Angela Dugas, NAEP  
[angela.dugas@dpi.wi.gov](mailto:angela.dugas@dpi.wi.gov)

Alison O'Hara, Forward  
[alison.o'hara@dpi.wi.gov](mailto:alison.o'hara@dpi.wi.gov)

Mike Peacy, DLM  
[michael.peacy@dpi.wi.gov](mailto:michael.peacy@dpi.wi.gov)

Jesse Roberts, Assessment for  
EL/ACCESS for ELLs  
[jesse.roberts@dpi.wi.gov](mailto:jesse.roberts@dpi.wi.gov)

Dana Sommerfeld, Standards Based  
Assessment  
[dana.sommerfeld@dpi.wi.gov](mailto:dana.sommerfeld@dpi.wi.gov)

Jennifer Teasdale, Forward/Website  
[jennifer.teasdale@dpi.wi.gov](mailto:jennifer.teasdale@dpi.wi.gov)

Lauren Zellmer, Formative  
Assessment  
[lauren.zellmer@dpi.wi.gov](mailto:lauren.zellmer@dpi.wi.gov)

Tony Evers, State Superintendent  
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